

# 5<sup>th</sup> Grade dance

## USOE Fine Arts Rainbow Chart

Fifth - Page 1		Moving		Investigating		Creating	Contextualizing
Previously Mastered Grade Level Skills	Elements of Dance with Definitions	Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
<p>Knowledge of body</p> <p>Basic locomotor and axial movement skills</p> <p>Listen to signals and respond to movement directions, conditioning principles (balance, strength, flexibility, endurance, alignment), duplicate movement, memorize sequences, isolation of body parts, joint articulation, relationship of bodily skills to time, space, and energy, perform learned choreographed phrase, create an original phrase</p>	<p><b>BODY / MIND</b> The body is the instrument of dance. <b>Warm-up:</b> A series of exercises/movement to ready the mind and body <b>Locomotor steps:</b> Steps that travel through space <b>Axial movement:</b> Movement that revolves around the axis and is performed in place <b>Alignment:</b> Body placement or posture <b>Agility:</b> The ability to change direction</p>	<p><b>Warm-up*</b> Conditioning principles</p> <ul style="list-style-type: none"> <li>Strength</li> <li>Flexibility</li> <li>Stability</li> <li>Endurance</li> </ul> <p><b>Skills*</b></p>	<p>Explore the joy of moving the body.</p> <p>Explore sequences using locomotor steps and axial movement (e.g. four counts each of skips, spirals, jumps, melting).</p>	<p>Explore increased balance, strength, flexibility, endurance, alignment, and agility in and through space.</p> <p>Practice combining locomotor steps and axial movement (e.g. skipping in a spiral pathway or sliding with arms circling). <a href="#">video</a></p>	<p>Improvise movement sequences that require increased strength, endurance, flexibility, and alignment.</p> <p>Improvise a phrase combining locomotor and axial movement.</p>	<p>Create a class warm up demonstrating challenging physical skills. <a href="#">video</a></p> <p>Create a dance based on unique combinations of locomotor and axial movement.</p>	<p>Teach and perform a class warm up.</p> <p>Perform locomotor and axial movement dance.</p>
	<p><b>TIME</b> Defines when one moves <b>Duration</b> (short/long): Length of movement <b>Tempo</b> (fast/slow): Speed of movement <b>Metric rhythm:</b> Grouping of beats in recurring pattern <b>Accent:</b> Emphasis that results in a beat being louder or longer than another in a measure <b>Meter:</b> Measure or unit of a metrical verse</p>	<p><b>Duration</b> <b>Note values</b> <b>Musical structures</b> <b>Canon/round*</b></p> <p><b>Tempo*</b></p>	<p>Explore note values and combine into 16 count repeatable phrase. <a href="#">video</a></p> <p>Explore exaggerated slow and fast tempos through the abstraction of everyday or sports actions.</p>	<p>Explore variations on a 16-count rhythm pattern in a group.</p> <p>Practice moving in slow motion with control and focus.</p>	<p>Dance the 16-count rhythm pattern in a canon/round. Analyze music and choreography that uses the canon/round as structures. <a href="#">video</a></p> <p>Improvise slow and fast motion altering the time and space. Analyze the changes in quality and energy needed with these variations.</p>	<p>Create a dance in a group using the 16 count pattern, varying the canon in time and through space.</p> <p>Create a dance alternating the contrasting exaggerated tempos and abstracted movement invented through this process alone and with a partner.</p>	<p>Perform the dance. Perceive and reflect.</p> <p>Perform the tempo dance with focus, commitment, and intent.</p>



Fifth - Page 3 Previously Mastered Grade Level Skills	Elements of Dance with Definitions	Moving		Investigating		Creating	Contextualizing
		Experience/ Identify	Explore/ Contextualize	Apply/ Build Skills	Analyze/ Integrate	Research/ Create	Refine/ Contribute
<p>Awareness of self to community, world; and purpose of dance in community, cultural understanding, folk dance, ritual dance, historic context and origins of ballet and modern dance</p> <p><b>Artistic/creating skills:</b> Imagination, audience skills, sequencing, creativity, aesthetic analysis</p> <p><b>Compositional structures:</b> Beginning, middle, end; individual, partner; call and response, canon and round, group compositions</p> <p><b>Performance skills:</b> Focus, concentration, kinesthetic, visual, auditory skills increased, recall, body part articulation</p> <p><b>Life skills:</b> Cooperation, respect following directions, trust, engagement in learning, self-efficacy, turn taking</p>	<p><b>CULTURAL Individual and family</b></p> <p><b>Ritual/ceremonial dance:</b> A dance that is performed as part of a, ceremony or religious even/t/ritual</p> <p><b>Folk dance:</b> Traditional dances of a country which reflect the social customs and norms</p>	History and culture of dance*	<p>Watch a video or live performance of ballet and modern dance.</p> <p>Research and explore the historical and cultural context in which ballet and modern dance evolved.</p>	Explore the movement that is characteristic of each genre.	<p>Improvise movement based on the principles discovered.</p> <p>Analyze and compare the aesthetic of the two genres (what do the people who do this value or think is beautiful about the dance?) e.g. symmetry, the line of the body, or being airborne in ballet; unique, expressive movement, or the articulation of the spine in modern.</p>	Create a group dance based on two principles discovered (one from each genre). Using unique movement.	